Biology

Curriculum Guide

SY 2012-13 through SY 2018-19

Prince William County
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Introduction

The Prince William County Public Schools Science Curriculum is based on the *Science Standards of Learning for Virginia Public Schools* and is further defined by the *Science Standards of Learning* Curriculum Framework. The Science Curriculum provides guidance to teachers as they develop instruction appropriate for their students. It assists teachers as they plan their lessons by identifying essential understandings, skills, and processes students need to master. The curriculum specifically outlines the minimum content that all teachers should teach and all students should learn.

Teachers should use the science curriculum as a resource for developing instruction without limiting the scope of instruction. Additional knowledge and skills that can enrich and enhance students' understanding of the content identified in the curriculum should be included as a part of quality learning experiences.

The Prince William County Science Curriculum reflects the knowledge and skills that students are accountable for on the Science Standards of Learning assessments that are administered in the spring of each school year. Assessment items are not a verbatim reflection of the information presented in the Science Curriculum. Students are expected to continue to apply knowledge and skills from curriculum presented in previous grades as they build scientific expertise.

The design of the Science Curriculum requires that teachers prepare students to demonstrate achievement of the standards for elementary and middle school by the time they complete the grade levels tested. The high school end-of-course assessments are administered at the end of the year in which instruction takes place. (Students may earn verified units of credit upon successfully meeting expectations on the Standards of Learning assessment and course material.)

Each topic in the Science Curriculum is derived from the Science Standards of Learning. The format of the Science Curriculum facilitates teacher planning by identifying the key questions, concepts, knowledge and skills that should be the focus of instruction for each standard. The curriculum document is divided into three columns: *Curriculum Information, Essential Knowledge, Skills, and Processes/Key Vocabulary,* and *Essential Questions and Understandings*. The purpose of each column is explained below.

Curriculum Information
Each standard reflects what students know and should be able to do. In this column, the unit, SOL Reporting Category and standard are listed. Additionally, because the *Science Standard of Learning for Virginia Public Schools* is scaffolded, foundational objectives that support the SOL from previous grades are listed.

Essential Knowledge, Skills and Processes; Key Vocabulary
This section delineates the key concepts, ideas and scientific relationships that all students should grasp to demonstrate an understanding of the Standards. This is not meant to be an exhaustive list nor a list that limits what is taught in the classroom. This section is helpful to teachers when planning classroom assessments as it is a guide to the knowledge and skills that define the objective. This section also identifies vocabulary that is critical to mastering the objective of that standard and many times is the first introduction for the student to new concepts and skills. The vocabulary identified is not an exhaustive list of terms that a student will encounter in addressing each standard.

Essential Questions and Understandings
This section includes background information for the teacher. It contains content that may extend the teachers' knowledge of the standard beyond the current grade level. It may also contain definitions of key vocabulary to help facilitate student learning.

Investigate and Understand

Many of the standards in the *Science Standards of Learning* begin with the phrase "Students will investigate and understand." This phrase was chosen to communicate the range of rigorous science skills and knowledge levels embedded in each standard. Limiting a standard to one observable behavior, such as "describe" or "explain," would have narrowed the interpretation of what was intended to be a rich, highly rigorous, and inclusive content standard.

"Investigate" refers to scientific methodology and implies systematic use of the following inquiry skills:

- observing;
- classifying and sequencing;
- communicating;
- measuring;
- predicting;
- hypothesizing;
- inferring;
- defining, controlling, and manipulating variables in experimentation;
- designing, constructing, and interpreting models; and
- interpreting, analyzing, and evaluating data.

"Understand" refers to various levels of knowledge application. In the *Science Standards of Learning*, these knowledge levels include the ability to:

- recall or recognize important information, key definitions, terminology, and facts;
- explain the information in one's own words, comprehend how the information is related to other key facts, and suggest additional interpretations of its meaning or importance;
- apply the facts and principles to new problems or situations, recognizing what information is required for a particular situation, using the information to explain new phenomena, and determining when there are exceptions;
- analyze the underlying details of important facts and principles, recognizing the key relations and patterns that are not always readily visible;
- arrange and combine important facts, principles, and other information to produce a new idea, plan, procedure, or product; and
- make judgments about information in terms of its accuracy, precision, consistency, or effectiveness.

Planning Guide For Biology

Unit	Objective	Suggested Time	Reporting Category
Science Process Skills	**BIO.1a-m / Infused** Observations Variables Hypotheses Data Conclusions Sources of error Validity of data Chemicals, equipment, safety Technology Hypotheses, theories, laws Alternative explanations, models Current biological applications Scientific literature	Infused throughout the year with content-specific objectives. Skills are reinforced with hands-on activities.	Scientific Investigation
Biochemistry	**BIO.2a-d** Water chemistry Organic compounds, enzymes Photosynthesis – respiration	11 blocks	Life at the Molecular and Cellular Level
Cell Structure and Function	**BIO.3a-e** Cell theory Prokaryotic and eukaryotic cells Analogies between a single cell and whole organisms Cell membrane model Cell size (surface area to volume ratio)	9 blocks	
Inheritance and Protein Synthesis	**BIO.5a-c, e-h, j** Mitosis – meiosis Structure, replication of DNA Protein synthesis DNA technologies	11 blocks	
	BIO.5i Limits, Misuse of Genetic Information	After Standards of Learning Assessment	None*
	BIO.5d Mendelian Genetics	6 blocks	Life at the Systems and Organisms Level
Classification	**BIO.6 a, c, e** Basis for Classification	3 blocks	
	BIO.6d Biochemical similarities and differences		Life at the Molecular and Cellular Level
	BIO.6b Fossil Record Interpretation		Interaction of Life Forms

(continued)

<table>
<tr><td rowspan="4">Diversity of Life</td><td>BIO.4a-c
Comparison of metabolic activities of Archaea, Bacteria, and Eukarya
Maintenance of homeostasis
Comparison of Eukarya kingdoms</td><td rowspan="4">18 blocks</td><td>Life at the Systems and Organisms Level</td></tr>
<tr><td>BIO.4e
Viruses</td><td>Life at the Molecular and Cellular Level</td></tr>
<tr><td>BIO.4d
Human health issues
Human anatomy and physiology</td><td>None*</td></tr>
<tr><td>BIO.4f
Germ theory of infectious disease</td><td rowspan="3">Interaction of Life Forms</td></tr>
<tr><td>Origin of Life and Evolution</td><td>BIO.7a-e
Fossil record evidence
Survival of populations
Natural selection
Emergence of new species
Scientific evidence</td><td>9 blocks</td></tr>
<tr><td>Ecology</td><td>BIO.8a-e
Interactions among populations
Nutrient cycling
Succession patterns
Effects of natural events and human activities
Virginia ecosystems</td><td>11 blocks</td></tr>
</table>

*these standards are excluded from testing

Biology
Test Blueprint Summary

Reporting Category	Standards of Learning	Number of Test Items
Assessed with other SOL	BIO.1m	
Scientific Investigation	BIO.1a-l	11
Life at the Molecular and Cellular Level	BIO.2a-d BIO.3a-e BIO.4e BIO.5a-c, e-h, j BIO.6d	16
Life at the Systems and Organisms Level	BIO.4a-c BIO.5d BIO.6a, c, e	12
Interaction of Life Forms	BIO.4f BIO.6b BIO.7a-e BIO.8a-e	11
Excluded from testing	BIO.4d BIO.5i	
Number of Operational Items		50
Number of Field Test Items*		10
Total Number of Items on Test		60

*Field test items are being tried out with students for potential use on subsequent tests and will not be used to compute students' scores on the test.

In the PWCS Curriculum, all .1 standards are intended to develop investigative and inquiry skills and an understanding of the nature of science. These standards describe the range of inquiry skills and the level of proficiency in using those skills students should achieve, and the components of the nature of science that should be developed and reinforced in the context of science concepts developed in grades K - 12. **.1 standards do not require a discrete unit be taught on scientific investigation and the nature of science because the skills that make up the standard should be incorporated in all the other grade level science standards.** It is also intended that by participating in activities and experiences that develop these skills, students will achieve a preliminary understanding of scientific inquiry and the nature of science and more fully grasp the content-related concepts.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Science Process Skills (Suggested Time: Infused) **SOL Reporting Category** Scientific Investigation (BIO.1a-l) **Virginia SOL BIO.1** The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which a) observations of living organisms are recorded in the lab and in the field; b) hypothesis are formulated based on direct observations and information from scientific literature; c) variables are defined and investigations are designed to test hypotheses; d) graphing and arithmetic calculations are used as tools in data analysis; e) conclusions are formed based on recorded quantitative and qualitative data; f) sources of error inherent in experimental design are identified and discussed; g) validity of data is determined; h) chemicals and equipment are used in a safe manner; i) appropriate technology including computers, graphing calculators, and probeware, is used for gathering	**The student will** • conduct investigations in the classroom and field, as appropriate, and critically examine investigations reported in scientific literature and databases. • collect preliminary observations, both qualitative and quantitative. • make clear distinctions among observations, inferences, and predictions. • formulate hypotheses based on cause-and-effect relationships. • justify hypotheses based on both preliminary observations and scientific literature. • identify the independent variable (IV) and the values of the IV that will be used in the experiment. • select dependent variables that allow collection of quantitative data. • identify variables that must be held constant. • establish controls as appropriate. • write clear, replicable procedures. • identify and use appropriate technology for data collection and analysis, including probeware (i.e., sensors for temperature, pH and dissolved oxygen. • record quantitative data in clearly labeled tables with units.	**Essential Questions** • What is the role of experimental design in biology? • What systematic procedures are necessary to investigate biological problems? • What are important tools used in the study of biology? **Essential Understandings** • The nature of science refers to the foundational concepts that govern the way scientists formulate explanations about the natural world. The nature of science includes the following concepts a) the natural world is understandable; b) science is based on evidence – both observational and experimental; c) science is a blend of logic and innovation; d) scientific ideas are durable yet subject to change as new data are collected; e) science is a complex social endeavor; and f) scientists try to remain objective and engage in peer review to help avoid bias. • Active participation in scientific investigations is necessary to develop an understanding of biology as an experimental science. • The continual use and development of cognitive and manipulative skills associated with the formulation of scientific explanations is important. • The design of sound scientific experiments relies on systematic preliminary observations and data collected in the laboratory and in the field, as well as on a knowledge base gained from an examination of related scientific literature. Prior establishment of an adequate knowledge base is essential before hypotheses can be developed and tested. • Because of the rigor that scientific inquiry requires, science is a process that involves evaluating the results and conclusions proposed by other scientists. • Scientific tools including microscopes, computers, graphing calculators, and probeware allow for the gathering and analysis of data. • The analysis of evidence and data is essential in order to make sense of the content of science. • Multiple data manipulation and analysis strategies are available to help explain results of quantitative investigations.

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analyzing data, communicating results, modeling concepts, and simulating experimental conditions; j) research utilizes scientific literature; k) differentiation is made between a scientific hypothesis, theory, and law; l) alternative scientific explanations and models are recognized and analyzed; and m) current applications of biological concepts are used. **<u>Foundational Standards</u>** 6.1 7.1 PS.1	• include labeled diagrams in the data record. • determine the range, mean, and values for data, using a graphing calculator and/or computer spreadsheet software. • plot data graphically, showing independent and dependent variables. • describe trends from the data where appropriate, using a graphing calculator and/or computer spreadsheet. • recognize and discuss contradictory or unusual data. • determine the extent to which data support/do not support a hypothesis, and propose further hypotheses and directions for continued research. • discuss the validity of results as related to accuracy, confidence, and sources of experimental error based on number of trials and variance in the data. • use evidence, apply logic, and construct an argument for conclusions based on reported data. • recognize that in order to ensure the validity of scientific investigations, they must be evaluated by other members of the scientific community. • compare and contrast hypotheses,	• Data and evidence should come from a variety of sources, including student investigation, peer investigation, and databases. • The scientific establishment sometimes rejects new ideas, and new discoveries often spring from unexpected findings. • Scientific knowledge usually grows slowly through contributions from many different investigators from diverse cultures. • Science depends on experimental and observational confirmation and is subject to change as new evidence becomes available. • A hypothesis can be supported, modified, or rejected based on collected data. A hypothesis is a tentative explanation that accounts for a set of facts and that can be tested by further investigation. A theory is an accepted explanation of a large body of information, experimental and inferential, and serves as an overarching framework for numerous concepts. It is subject to change as new evidence becomes available. A law is a statement of fact meant to describe, in concise terms, an action. It is generally accepted to be true and universal.

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	theories, and laws. • identify and describe scientific theories that have been changed or modified over time. **Curriculum Extensions** • design and conduct a laboratory investigation. • write a formal laboratory report which includes a research-based introduction, hypothesis, variables, constants, materials, procedure, data, data analysis, and a conclusion. **Key Vocabulary** constant control controlled experiment dependent variable hypothesis independent variable inference law mean observation optimum prediction qualitative data quantitative data range theory	

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Biochemistry (Suggested time: 10 blocks) **SOL Reporting Category** Scientific Investigation (BIO.1m) Life at the Molecular and Cellular Level (BIO.2a-d) **Virginia SOL BIO.2** The student will investigate and understand the chemical and biochemical principles essential for life. Key concepts include a) water chemistry and its impact on life processes; b) the structure and function of macromolecules; c) the nature of enzymes; and d) the capture, storage, transformation, and flow of energy through the processes of photosynthesis and respiration. **Foundational Standards** 6.5 The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. LS.5 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life.	**The student will** • explain the importance of the chemical and physical properties of water that make it vital to life. • recognize that the pH of pure water is 7, but that various substances can lower or raise the pH. • recognize that the main components of a living cell are carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. Carbon atoms can easily bond to several other carbon atoms in chains and rings to form large complex molecules. • explain the role and function of the four major categories of macromolecules (lipids, carbohydrates, proteins, and nucleic acids). • identify the functions of different types of proteins and recognize the significance that their conformation plays in their functions. • describe the structure of enzymes and explain their role in acting as catalysts to control the rate of metabolic reactions. • explain how light is the initial source of energy for most communities. • recognize the equations for photosynthesis and respiration and identify the reactants and products.	**Essential Questions** • What are the distinguishing chemical and physical properties of water? • What are the major groups of organic compounds and how do they function in living things? • What is an enzyme and how does it function in cells? • How are photosynthesis and respiration related? **Essential Understandings** • Water is essential for life on Earth. Water absorbs heat when it evaporates, allowing organisms to release excess heat. The solid form of water, ice, floats, preventing lakes and oceans from freezing solid. Water molecules are both cohesive and adhesive due to the nature of hydrogen bonding. • About two-thirds of the mass of a cell is made up of water, and most of the biochemical processes of life occur in water solutions. Water is able to dissolve many substances (due to polarity); therefore, the water inside and outside of cells is able to carry nutrients into and around cells and wastes away from cells. • The pH scale ranges from 0 to 14. The pH of pure water is 7. Substances added to water can lower or raise the pH. A solution with a pH below 7 is acidic. A solution with a pH above 7 is basic. • Organisms can tolerate only small changes in pH because every cell has a particular pH at which it functions best. For example, changes in pH cause changes in enzyme conformation, resulting in a change in activity. Most cells function best within a narrow range of temperatures and pH. At very low temperatures, reaction rates are too slow. High temperatures or extremes of pH can irreversibly change the structure of proteins and alter their function. • In multicellular organisms, the fluid within the cell and the fluids surrounding the cells have a characteristic and nearly constant pH. This pH is maintained in a number of different ways, and one of the most important is through buffer systems. • Inside every cell is a concentrated mixture of thousands of different macromolecules forming a variety of specialized structures that carry out cell functions, such as energy production, transport, waste disposal, synthesis of new molecules, and storage of genetic material.

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	• describe the role of ATP in the storage and release of chemical energy in the cell. • explain the interrelatedness of photosynthesis and cell respiration. **Curriculum Extensions** • explain the importance of electronegativity. • predict factors that will influence enzyme activity. • explain the four levels of protein structure. • determine the role buffers play in maintaining homeostasis. • explain the relationship between the structure and function of chloroplast and mitochondria. • discuss energy transfer according to the Laws of Thermodynamics. **Key Vocabulary** adenosine triphosphate (ATP) activation energy active site adhesion amino acid autotroph carbohydrate catalyst chloroplasts cohesion dehydration synthesis enzyme	• Cells can make a variety of macromolecules from a relatively small set of monomers. • The primary functions of carbohydrate macromolecules are to provide and store energy. • The primary functions of lipid macromolecules are to insulate, store energy, and make up cell membranes. • Nucleic acids (DNA and RNA) control cell activities by directing protein synthesis. • Proteins are polymers made by linking together amino acid monomers. Protein molecules that are assembled in cells carry out most of the cells' work. The function of each protein molecule depends on its specific conformation. The sequence of amino acids and the shape of the chain are a consequence of attractions between the chain's parts. Some proteins are structural (hair, nails). Others function in transport (hemoglobin), movement (muscle fibers and cytoskeletal elements), defense (antibodies), and regulation of cell functions (hormones and enzymes). • Most life processes are a series of chemical reactions influenced by environmental and genetic factors. The chemical reactions that occur inside cells are directly controlled by a large set of protein molecules called enzymes, whose functions depend on their specific shapes. Each enzyme has a definite three-dimensional shape that allows it to recognize and bind with its substrate. In living cells, enzymes control the rate of metabolic reaction by acting as catalysts. • The breakdown of nutrient molecules enables all cells to store energy in specific chemicals that are used to carry out the life functions of the cell. • Plant cells and many microorganisms use solar energy to combine molecules of carbon dioxide and water into complex, energy-rich organic compounds and release oxygen into the environment. • The process of photosynthesis provides a vital connection between the sun and the energy needs of living systems. During photosynthesis, cells trap energy from sunlight with chlorophyll, found in chloroplasts, and use the energy, carbon dioxide, and water to produce energy-rich organic molecules (glucose) and oxygen. Photosynthesis involves an energy conversion in which light

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	heterotroph hydrolysis lipid polar macromolecule monomer monosaccharide nucleic acid nucleotide photosynthesis polymer protein substrate **Extended Vocabulary** buffer electronegativity oxidation exergonic endergonic reduction	energy is converted to chemical energy in specialized cells. These cells are found in autotrophs such as plants and some protists. • During cells respiration, eukaryotic cells break down organic molecules with oxygen in the mitochondria, which releases energy in the form of ATP, carbon dioxide, and water. • Photosynthesis and cell respiration are complementary processes. Products of photosynthesis are the reactants of cellular respiration, and the products of cellular respiration are the reactants of photosynthesis for cycling energy in an ecosystem. • Cells use energy in the form of ATP.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Cell Structure and Function (Suggested time: 8 blocks) **SOL Reporting Category** Scientific Investigation (BIO.1m) Life at the Molecular and Cellular Level (BIO.3a-e) **Virginia BIO.3** The student will investigate and understand relationships between cell structure and function. Key concepts include a) evidence supporting the cell theory; b) characteristics of prokaryotic and eukaryotic cells; c) similarities between the activities of the organelles in a single cell and a whole organism. d) the cell membrane model; and e) the impact of surface area to volume ratio on cell division, material transport, and other life processes. **Foundational Standards** LS.2 The student will investigate and understand that all living things are composed of cells.	**The student will** • describe the key events leading to the development of the cell theory. • compare and contrast characteristics of prokaryotic and eukaryotic cells. • compare and contrast the activities of an organelle in a single cell and a whole organism. • identify the following essential cell structures and their functions - the nucleus (contains DNA; site where RNA is made) - ribosomes (site of protein synthesis) - mitochondrion (site of cell respiration) - chloroplast (site of photosynthesis) - endoplasmic reticulum (transports materials through the cell) - Golgi (site where cell products are packaged for export) - lysosome (contains digestive enzymes) - cell membrane (controls what enters and leaves the cell) - cell wall (provides support) - vacuole (storage of material) - cytoplasm (contains organelles and site of many chemical reactions) - centriole (organizes spindle fibers in animal cells) - cytoskeleton • describe how the selective	**Essential Questions** • What evidence supports the cell theory? • What are the similarities and differences among prokaryotic and eukaryotic cells? • What are the functions of the organelles found in eukaryotic cells? • How are the structures and functions of single celled organisms similar to and different from those of multicelled organisms? • How can the cell membrane be described? • How does the surface area to volume ratio affect the transport of materials? • How does a cell transport materials across a membrane? **Essential Understandings** • The cell theory is the unifying theme in biology because it emphasizes the similarity of all living things. The traditional cell theory states that 1) living things are composed of one or more cells and that cells come from other cells by the process of cell reproduction; 2) cells are the basic units of structure and function of all living things; and 3) cells contain specialized structures to perform functions necessary for life. • The development of the cell theory was accelerated by the ability to make observations on a microscopic level. The development and refinement of magnifying lenses and light microscopes made the observation and description of microscopic organisms and living cells possible. • Continued advances in microscopy allowed observation of cell organelles and ultrastructure. Current technology allows the observation of cellular processes underlying both cell structure and function. • As a result of additional study and the integration of studies of cell life functions, a modern cell theory has been developed. The modern cell theory, in additional to the tenants of the traditional cell theory, states 1) energy flow (metabolism and biochemistry) occurs within cells; 2) cells contain hereditary information (DNA) that is passed from cell to cell during cell division; and 3) all cells are basically the same in chemical composition in organisms of similar species. • Cell structure is one of the ways in which organisms differ from each other. The

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	permeability of the cell membrane affects the life of a cell. • describe processes associated with movement across the membrane for diffusion, facilitated diffusion, osmosis, and active transport. • describe the relationship between a cell's external solute concentration and its effect on the cell's internal solute concentration. • compare the efficiency of the ability of a cell to transport material based on surface area to volume ratios. **Curriculum Extension** • explain the role of protein pumps and ATP in active transport. **Key Vocabulary** active transport cell membrane cell wall cytoplasm diffusion endoplasmic reticulum eukaryote facilitated diffusion Golgi body homeostasis hypertonic hypotonic isotonic lysosome nucleus organelle osmosis	diversity that exists ranges from simple prokaryotic cells to complex multicellular organisms. • The simplest life forms exhibiting cellular structure are the prokaryotes. Earth's first cells were prokaryotes. Prokaryotic cells exist in two major forms: eubacteria and archaebacteria. Prokaryotes are Earth's most abundant inhabitants. They can survive in a wide range of environments and obtain energy in a variety of ways. • Eukaryotes differ from prokaryotes based on size, genetic material surrounded by a nuclear membrane, and the addition of membrane bound organelles (i.e., mitochondria and chloroplasts). • Eukaryotes arose from prokaryotes and developed into larger more complex organisms, from single-celled protists to multicellular protists, fungi, plants, and animals. • Some organisms exist as a single cell, while others are composed of many cells, each specialized to perform distinct metabolic functions. The basic processes necessary for living things to survive are the same for a single cell as they are for a more complex organism. A single-celled organism has to conduct all life processes by itself. A multicellular organism has groups of cells that perform specific functions. • Cellular activities necessary for life include chemical reactions that facilitate acquiring energy, reproduction, and maintaining homeostatsis. Relationships between structure and function can be examined at each of the hierarchical levels of organization: molecular, cellular, organism, population, community, and ecosystem. • Cellular differences between plant and animal cells include the presence of a cell wall that gives the plant cell a defined shape, the presence of chloroplasts, and the number of vacuoles. • The fluid mosaic model of a membrane emphasizes the arrangement and function of a bilayer of phospholipids, transport proteins, and cholesterol. • Homeostasis of a cell is maintained by the plasma membrane comprised of a variety of organic molecules. The membrane controls the movement of the material in and out of the cell, communication between cells, and the recognition of cells to facilitate multiple metabolic functions.

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	phospholipid prokaryote ribosome selectively permeable vacuole	• Diffusion occurs in cells when substances (oxygen, carbon dioxide, salts, sugars, amino acids) that are dissolved in water move from an area of higher concentration to an area of lower concentration. • Facilitated diffusion occurs in cells when larger substances are moved from an area of higher concentration to an area of lower concentration with the assistance of a carrier protein without the use of energy. • Osmosis refers to the movement of water molecules through a semi-permeable membrane from an area of greater water concentration or pressure (lower solute concentration) to an area of lesser water concentration or pressure (higher solute concentration). • Active transport refers to the movement of solid or liquid particles into and out of a cell with an input of energy. • As cells increase in size, surface area to volume ratios decrease, making cells unable to obtain nutrients or remove wastes. To reduce the effects of this, cells divide to stay small or change shape to increase surface area or reduce volume.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Diversity of Life (Suggested time: 17 blocks) **SOL Reporting Category** Scientific Investigation (BIO.1m) Life at the Molecular and Cellular Level (BIO.4e) Life at the Systems and Organisms Level (BIO.4a-c) Interaction of Life Forms (BIO.4f) **Virginia SOL BIO.4** The student will investigate and understand life functions of Archaea, Bacteria and Eukarya. Key concepts include a) comparison of their metabolic activities; b) maintenance of homeostasis; c) how the structures and functions vary among and within the Eukarya kingdoms of protists, fungi, plants, and animals, including humans; d) human health issues, human anatomy, and body systems; e) how viruses compare with organisms; and f) evidence supporting the germ theory of infectious disease. **Foundational Standards** LS.4 The student will investigate and understand how organisms can be classified.	**The student will** • compare and contrast the metabolic activities of all domains of life • identify the proper response an organism would exhibit in response to changes in the environment to maintain homeostasis. • categorize and compare the Eukarya kingdoms based on cell structure, locomotion, reproduction, response to the environment and metabolism; • identify the main factors that affect human health. • describe the major functions of the human body systems and the role of each in maintaining homeostasis. • compare and contrast a virus and a cell in relation to genetic material and reproduction. • describe how Pasteur's and Koch's experimentation and hypotheses led to an understanding of the presence of microorganisms and their relationship to diseases. **Curriculum Extensions** • identify plant and animal structural and functional adaptations. **Key Vocabulary** aerobic anaerobic angiosperm archaebacteria bryophyte	**Essential Questions** • What are the distinguishing characteristics of the three major domains of living things in terms of their metabolic activities, maintenance of homeostasis, and structures and their functions? • Why are viruses not considered living? • What evidence supports the germ theory of infectious disease? **Essential Question Extensions** • What are plant and animal structural and functional adaptations? **Essential Understandings** • The organisms that live on Earth today share many structural and metabolic features, including cellular organization, common molecular mechanisms for energy transformation, utilization and maintenance of homeostasis, common genetic code, and mechanisms for the transmission of traits from one generation to the next. • The diversity that is evident in the natural world can be studied in the local environment in the context of variations on a common theme. • Understanding normal body functioning assists in understanding situations when functioning is impaired. • Like other organisms, human beings are composed of groups of cells (tissues, organs, and organ systems) that are specialized to provide the human organism with the basic requirements for life: obtaining food and deriving energy from it, maintaining homeostasis, coordinating body functions, and reproducing. • Organ systems function and interact to maintain a stable internal environment that can resist disturbance from within or without (homeostasis). • For the body to use food for energy, the food must first be digested into molecules that are absorbed and transported to cells, where the food is used for energy and for repair and growth. To burn food for the release of energy, oxygen must be supplied to cells and carbon dioxide removed. The respiratory system responds to changing demands by increasing or decreasing breathing rate in order to maintain homeostasis. • The circulatory system, which moves all of these substances to or from cells, responds to changing demands by increasing or decreasing heart rate and blood

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	chordate eubacteria exoskeleton fungi germ theory germination gymnosperm invertebrate protist protozoa transpiration vascular tissue vertebrate virus	flow in order to maintain homeostasis. • The urinary system disposes of dissolved waste molecules; the intestinal tract removes solid wastes; and the skin and lungs rid the body of heat energy. • Specialized cells of the immune system and the molecules they produce are designed to protect against organisms and substances that enter from outside the body and against some cancer cells that arise from within. • Communication between cells is required for coordination of body functions. • The nerves communicate with electrochemical signals, hormones circulate through the blood, and some cells secrete substances that spread only to nearby cells. • Environmental factors that impact human health include diet, exercise, sleep, stress, toxic substances that enter the body, viruses, and other living organisms that infect the body. • Genetic predisposition towards diseases impacts human health. Awareness of genetic predisposition allows individuals to make lifestyle changes that can enhance quality of life. • Viruses do not share many of the characteristics of living organisms. Viruses are not cells. Basic viral structure consists of a nucleic acid core surrounded by a protein coat. Viruses can reproduce only inside a living cell, the host cell. • The viral reproductive process includes the following steps: - A virus must insert its genetic material into the host cell. - The viral genetic material takes control of the host cell and uses it to produce viruses. - The newly formed viruses are released from the host cell. • Throughout history, people have created explanations for disease. The introduction of the germ theory led to the understanding that many diseases are caused by microorganisms. Changes in health practices have resulted from the acceptance of the germ theory of disease. • Modern health practices emphasize sanitation, the safe handling of food and water, aseptic techniques to keep germs out of the body, and the development of vaccinations and other chemicals and processes to destroy microorganisms.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Inheritance and Protein Synthesis (Suggested time: 15 blocks) **SOL Reporting Category** Scientific Investigation (BIO.1m) Life at the Molecular and Cellular Level (BIO.5a-c, e-h, j) Life at the Systems and Organisms Level (BIO.5d) **Virginia SOL BIO.5** The student will investigate and understand common mechanisms of inheritance and protein synthesis. Key concepts include a) cell growth and division; b) gamete formation; c) cell specialization; d) prediction of inheritance of traits based on the Mendelian laws of heredity; e) historical development of the structural model of DNA; f) genetic variation; g) the structure, function, and replication of nucleic acids; h) events involved in the construction of proteins; i) use, limitations, and misuse of genetic information; and j) exploration of the impact of DNA technologies. **Foundational Standards** LS.2 The student will investigate and understand that all living things are made of cells.	**The student will** • create a diagram to model the stages of mitosis and explain the processes occurring at each stage. • describe the importance of cell specialization in the development of multicellular organisms. • create a diagram to model the stages of meiosis and explain the processes occurring at each stage. • compare and contrast the process of mitosis and meiosis and determine under which conditions each process will occur. • explain how the Mendelian laws of heredity apply to the patterns of inheritance. • identify the traits expressed from a given genotype. • use a Punnett square to show all possible combinations of gametes and the likelihood that particular combinations will occur in monohybrid and dihybrid crosses. • evaluate karyotype charts and make a determination of the gender and genetic health of the individual. • provide examples of reasons for genetic diversity and why it can be an advantage for populations. • provide examples of mutations that are lethal, harmful, and beneficial. • describe the basic structure of DNA	**Essential Questions** • What are mitosis and meiosis and what type of cell is produced by each process? • What are Mendel's laws of heredity? • How do the terms heterozygous, homozygous, dominant and recessive relate to Mendelian genetics? • How can complex patterns of inheritance such as codominance, incomplete dominance, multiple allele, sex linkage, and polygenic inheritance be characterized? • What are the similarities and differences in DNA and RNA? • How are proteins synthesized? • What are the impacts of DNA technology? **Essential Understandings** • All living cells come from other living cells. A typical cell goes through a process of growth, development, and reproduction called the cell cycle. • Mitosis produces two genetically identical cells. During mitosis, the nucleus of the cell divides, forming two nuclei with identical genetic information. Mitosis is referred to in the following stages: prophase, metaphase, anaphase, and telophase. • Many organisms are capable of combining genetic information from two parents to produce offspring. Sex cells are produced through meiosis. This allows sexually reproducing organisms to produce genetically differing offspring, and maintain their number of chromosomes. Meiosis occurs in sexual reproduction when a diploid germ cell produces four haploid daughter cells that can mature to become gametes (sperm or egg). • Genetically diverse populations are more likely to survive changing environments. Recombination and mutation provide for genetic diversity. Some new gene combinations have little effect, some can produce organisms that are better suited to their environments, and others can be deleterious. • Mitosis and meiosis refer to division of the nuclear materials. Cytokinesis is the division of the cytoplasm and organelles. • The many body cells of an organism are specialized to perform different

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
LS.12 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations.	and its function in inheritance. • describe the key events leading to the development of the structural model of DNA. • Given a DNA sequence, write a complementary mRNA strand (A-U, T-A, C-G, and G-C). • explain the process of DNA replication. • explain the process of protein synthesis, including DNA transcription and translation. • evaluate examples of genetic engineering and the potential for controversy. • describe the uses, limitations, and potential for misuse of genetic information. **Curriculum Extensions** • Describe DNA electrophoresis and determine methods of application. **Key Vocabulary** allele cell cycle codominance codon cytokinesis deoxyribonucleic acid diploid double helix gamete gene genotype	functions, even though they are all descended from a single cell and contain essentially the same genetic information. • Mendel's laws of heredity are based on his mathematical analysis of observations of patterns of inheritance of traits. Geneticists apply mathematical principles of probability to Mendel's laws of heredity in order to predict the results of simple genetic crosses. The laws of probability govern simple genetic recombinations. • Genotype describes the genetic make-up of an organism and phenotype describes the organism's appearance based on its genes. Homozygous individuals have two identical alleles for a particular trait, while heterozygous individuals have contrasting alleles. When one allele masks the effect of another, that allele is called dominant and the other recessive. When an intermediate phenotype occurs and no allele dominates, incomplete dominance results. Many other patterns of inheritance exist including multiple alleles, polygenic inheritance, and sex-linked inheritance. • Once DNA was shown to be the genetic material, a race among scientists took place to work out its structure. Studies of the amounts of each DNA base in different organisms led to the concept of complementary base-pairing. Interpretations of X-ray photographs of DNA were used to describe the shape and dimensions of the molecule. An analysis of this and other available data led to a structural model for the DNA double helix. • DNA is a polymer consisting of nucleotides. A DNA nucleotide is identified by the base it contains: adenine (A), guanine (G), cytosine (C), or thymine (T). DNA is a double-stranded molecule. The strands are composed of covalently bonded sugar and phosphate molecules and are connected by complementary nucleotide pairs (A-T and C-G) like rungs on a ladder. The ladder twists to form a double helix. • The double helix model explained how heredity information is transmitted and provided the basis for an explosion of scientific research in molecular genetics. The sorting and recombination of genes in sexual reproduction results in a great variety of gene combinations in the offspring of any two parents. • The genetic code is a sequence of DNA nucleotides in the nucleus of eukaryotic cells. Before a cell divides, the instructions are duplicated so that each of the two new cells gets all the necessary information for carrying on life functions. Cells pass on their genetic code by replicating their DNA.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
	haploid heterozygous homozygous Human Genome Project hybrid karyotype meiosis mitosis mutation nitrogenous base nucleotide phenotype Punnett square recessive ribonucleic acid transcription translation **Extended Vocabulary** Recombinant DNA DNA fingerprinting	• DNA stores the information for directing the construction of proteins within a cell. These proteins determine the phenotype of an organism. The genetic information encoded in DNA molecules provides instructions for assembling protein molecules. The code is virtually the same for all life forms. • During DNA replication, enzymes unwind and unzip the double helix and each strand serves as a template for building a new DNA molecule. Free nucleotides bond to the template (A-T and C-G) forming a complementary strand. The final product of replication is two identical DNA molecules. • Inserting, deleting, or substituting DNA bases can alter genes. An altered gene may be passed on to every cell that develops from it, causing an altered phenotype. An altered phenotype may be neutral, beneficial or detrimental. Sometimes entire chromosomes can be added or deleted, resulting in a genetic disorder. These abnormalities may be diagnosed using a Karyotype. • In order for cells to make proteins, the DNA code must be transcribed (copied) to messenger RNA (mRNA). The mRNA carries the code from the nucleus to the ribosomes in the cytoplasm. RNA is a single-stranded polymer of four nucleotide monomers. A RNA nucleotide is identified by the base it contains: adenine (A), guanine (G), and cytosine (C), or uracil (U). • At the ribosome, amino acids are linked together to form specific proteins. The amino acid sequence is determined by the mRNA molecule. • DNA technologies allow scientists to identify, study, and modify genes. Forensic identification is an example of the application of DNA technology. • Genetic engineering techniques are used in a variety of industries, in agriculture, in basic research, and in medicine. There is great benefit in terms of useful products derived through genetic engineering (e.g., human growth hormone, insulin, and pest- and disease-resistant fruits and vegetables). • The Human Genome Project is a collaborative effort to map the entire gene sequence of organisms. This information may be useful in detection, prevention, and treatment of many genetic diseases. The potential for identifying and altering genomes raises practical and ethical questions. • Cloning is the production of genetically identical cells and/or organisms.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Classification (Suggested time: 2 blocks) **SOL Reporting Category** Scientific Investigation (BIO.1m) Life at the Molecular and Cellular Level (BIO.6d) Life at the Systems and Organisms Level (BIO.6a, c, e) Interaction of Life Forms (BIO.6b) **Virginia SOL BIO.6** The student will investigate and understand bases for modern classification. Key concepts include a) structural similarities among organisms; b) fossil record interpretation; c) comparison of developmental stages in different organisms; d) examination of biochemical similarities and differences among organisms; and e) systems of classification that are adaptable to new scientific discoveries. **Foundational Standards** LS.4 The student will investigate and understand how organisms can be classified.	**The student will** • construct and utilize dichotomous keys to classify groups of objects and organisms. • describe relationships based on homologous structures. • compare structural characteristics of an extinct organism, as evidenced by its fossil record, with present, familiar organisms. • recognize similarities in embryonic stages in diverse organisms in the animal kingdom, from zygote through embryo and infer relationships. • compare biochemical evidence (DNA sequences, amino acid sequences) and describe relationships. • interpret a cladogram or phylogenic tree showing evolutionary relationships among organisms. • investigate flora and fauna in field investigations and apply classification systems. **Key Vocabulary** binomial nomenclature cladogram dichotomous key domain genus homologous structures kingdom phylogenetic tree	**Essential Questions** • What are biological classifications based on? • How can the system of binomial nomenclature be described? • How do we gain information about relationships among organisms? • In what way are similarities among organisms on the structural and metabolic levels reflected? **Essential Understandings** • Biological classifications are based on how organisms are related. Organisms are classified into a hierarchy of groups and subgroups based on similarities that reflect their relationships over a period of time. • Binomial nomenclature is a standard way of identifying a species within a scientific two-word name. The first word is the genus name and the second the species name. Species is the basic unit of classification. A species is defined as a group of organisms that has the ability to interbreed and produce fertile offspring in nature. • A dichotomous key is a classification tool used to identify and organize organisms using defining characteristics. • Information about relationships among living organisms and those that inhabited Earth in the past is gained by comparing DNA and developmental stages of organisms and by examining and interpreting the fossil record. This information is continually being gathered and used to modify and clarify existing classification systems. • Evolutionary relationships can be represented using a branching diagram called a cladogram or phylogenetic tree which are organized by shared, derived characteristics. • Similarities among organisms on the structural and metabolic levels are reflected in the large degree of similarity in proteins and nucleic acids of different organisms. Diversity is the product of variations in these molecules.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
	phylum species taxonomy	

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Origin of Life and Evolution (Suggested time: 6 blocks) **SOL Reporting Category** Scientific Investigation (BIO.1m) Interaction of Life Forms (BIO.7a-e) **Virginia SOL BIO.7** The student will investigate and understand how populations change through time. Key concepts include a) evidence found in fossil records; b) how genetic variation, reproductive strategies, and environmental pressures impact the survival of populations; c) how natural selection leads to adaptations; d) emergence of new species; and e) scientific evidence and explanations for biological evolution. **Foundational Standards** LS.13 The student will investigate and understand that populations of organisms change over time.	**The student will** • determine the relative age of a fossil given information about its position in the rock and absolute dating by radioactive decay. • differentiate between relative and absolute dating based on fossils in biological evolution. • recognize that adaptations may occur in populations of organisms over a period of time. • describe the impact of reproductive strategies and rates on a population's survival. • describe how genetic variation can lead to gradual changes in populations and the emergence of new species over time. • predict the impact of environmental pressures on populations. • explain how natural selection leads to changes in gene frequency in a population over time. • compare and contrast punctuated equilibrium with gradual change over time. **Curriculum Extensions** • Describe the evolution of eukaryotes using the endosymbiotic theory. • Interpret how new species emerge.	**Essential Questions** • What types of evidence support the theory of evolution? • How do environmental pressures cause variations in populations? • How does natural selection explain the idea of change over time? **Essential Understandings** • A fossil is any evidence of an organism that lived long ago. Scientists have used the fossil record to construct a history of life on Earth. Although there is not a complete record of ancient life for the past 3.5 billion years, a great deal of modern knowledge about the history of life comes from the fossil record. • Populations are groups of interbreeding individuals that live in the same place at the same time and compete with each other for food, water, shelter, and mates. Populations produce more offspring than the environment can support. Organisms with certain genetic variations will be favored to survive and pass their variations on to the next generation. The unequal ability of individuals to survive and reproduce leads to the gradual change in a population, generation after generation over many generations. Depending on the selective pressure, these changes can be rapid over few generations (i.e., antibiotic resistance). • Genetic mutations and variety produced by sexual reproduction allow for diversity within a given population. Many factors can cause a change in a gene over time. Mutations are important in how populations change over time because they result in changes to the gene pool. • Through his observations, including those made in the Galapagos Islands, Charles Darwin formulated a theory of how species change over time, called natural selection. Natural selection is a process by which organisms with traits well suited to an environment survive and reproduce at a greater rate than organisms less suited to that environment, and is governed by the principles of genetics. The change in gene frequency in a given population may lead to the emergence of a new species. Natural selection operates on populations over many generations. • Depending on the rate of mutation, the rate of reproduction, and the environmental factors present, structural adaptations may take millions of years to develop.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
	Key Vocabulary adaptation adaptive radiation analogous structures directional selection disruptive selection evolution geographic isolation homologous structures natural selection punctuated equilibrium speciation survival of the fittest variation vestigial	• Adaptations sometimes arise abruptly in response to strong environmental selective pressures, for example, the development of antibiotic resistance in bacterial populations, morphological changes in the peppered moth population, the development of pesticide resistance in insect populations. • Stephen Jay Gould's idea of *punctuated equilibrium* proposes that organisms may undergo rapid (in geological time) bursts of speciation followed by long periods of time unchanged. This view is in contrast to the traditional evolutionary view of gradual and continuous change.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
Unit Ecology (Suggested time: 10 blocks) **SOL Reporting Category** Scientific Investigation (BIO.1m) Interaction of Life Forms (BIO.8a-e) **Virginia SOL BIO.8** The student will investigate and understand dynamic equilibria within populations, communities, and ecosystems. Key concepts include a) interactions within and among populations including carrying capacities, limiting factors, and growth curves; b) nutrient cycling with energy flow through ecosystems; c) succession patterns in ecosystems; d) the effects of natural events and human activities on ecosystems; and e) analysis of the flora, fauna, and microorganisms of Virginia ecosystems. **Foundational Standards** LS.6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. LS.7 The student will investigate and understand that interactions	**The student will** • graph and interpret a population growth curve and identify the carrying capacity of the populations. • make predictions about changes that could occur in population numbers as the result of population interactions. • illustrate and/or model the key processes in the water, carbon, and nitrogen cycle and explain the role of living things in each of the cycles. • given an illustration of a food chain and a food web, identify each organism as a producer (autotroph), consumer (primary/second order), or decomposer and describe their role in the ecosystem. • interpret how the flow of energy occurs between trophic levels in all ecosystems in each of the following: – food chain – food web – pyramid of energy – pyramid of biomass – pyramid of numbers. • identify and describe an ecosystem in terms of the following: – effects of biotic and abiotic components – examples of interdependence – evidence of human influences – energy flow and nutrient cycling	**Essential Questions** • What are abiotic and biotic factors in an environment? • How does energy flow through an ecosystem? • How do human affect Earth's ability to support life? • What are interactions within and among populations? • What factors keep a population from meeting its biotic potential? **Essential Question Extensions** • What are the aquatic and terrestrial biomes? **Essential Understandings** • As any population of organisms grows, it is held in check by interactions among a variety of biotic and abiotic factors. • Abiotic factors are the nonliving elements in an ecosystem, such as temperature, moisture, air, salinity, and pH. Biotic factors are all the living organisms that inhabit the environment, including predators, food sources, and competitors. • Population growth curves exhibit many characteristics, such as initial growth stage, exponential growth, steady state, decline, and extinction. Limiting factors are the components of the environment that restrict the growth of populations. Carrying capacity is the number of organisms that can be supported by the resources in an ecosystem. • A community is a collection of interacting populations. • Symbiosis is a close and permanent relationship between organisms of two different species. Examples include mutualism, commensalism, and parasitism. • Ecosystems demonstrate an exchange of energy and nutrients among inhabiting organisms. • An ecosystem consists of all the interacting species and the abiotic environment in a given geographical area. All matter including essential nutrients cycle through an ecosystem. The most common examples of such matter and nutrients include carbon, nitrogen, and water. • Energy flows in an ecosystem from producers to various levels of consumers and decomposers. This flow of energy can be diagramed using a food chain or

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
exist among members of a population. LS.8 The student will investigate and understand interactions among populations in a biological community. LS.9 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. LS.10 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, change over time, and respond to daily, seasonal, and long-term changes in their environment. LS.11 The student will investigate and understand the relationships between ecosystem dynamics and human activity.	– diversity analysis. • describe the patterns of succession found in aquatic and terrestrial ecosystems of Virginia. • identify the similarities and differences between primary and secondary succession. • describe the characteristics of a climax community. • use local ecosystems to apply ecological principles in the classroom and in the field where appropriate, using field guides and dichotomous keys for identifying and describing flora and fauna that characterize the local ecosystem. • evaluate examples of human activities that have negative and positive impacts on Virginia's ecosystems. • recognize that the Chesapeake Bay watershed includes the majority of Virginia and human activities play an important role in its health. **Curriculum Extensions** • identify and analyze symbiotic relationships. • compare exponential and logistic growth in populations. • describe aquatic and terrestrial biomes.	food web. The efficiency of this flow of energy is represented by an energy pyramid. • Ecological succession is predictable change in the sequence of species that establish in a particular area over time. • A climax community occurs when succession slows down and a stable community is established. The climax community in most of Virginia is a deciduous oak-hickory (hardwood) forest. • As the human population increases, so does human impact on the environment. Human activities, such as reducing the amount of forest cover, increasing the amount and variety of chemicals released into the environment, and intensive farming, have changed the Earth's land, oceans, and atmosphere. Some of these changes have decreased the capacity of the environment to support some life forms.

Curriculum Information	Essential Knowledge, Skills, and Processes; Key Vocabulary	Essential Questions and Understandings
	Key Vocabulary abiotic factors autotroph biotic factors carrying capacity climax community community consumer decomposer ecosystem exponential growth extinction heterotroph population producer succession symbiosis trophic level	